

Florida Department of Education



School Improvement Plan (SIP)

for Juvenile Justice Education Programs

2012–2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Impact House	District Name: Duval
Principal: Viveca Brown	Superintendent: Ed Pratt-Dannals
SAC Chair: N/A	Date of School Board Approval:

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

Administrators

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List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	Viveca Brown	Educational Leadership (all levels), Elementary Education (grades K-6), Speech (grades 6 – 12)	3	4	
Assistant Principal	Nkoyo Ross	Educational Leadership (all levels) Educational Media (K-12)	1	1	N/A New Administrator

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
	N/A				

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Effective and Highly Effective Teachers

List your school’s highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor’s degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Teacher	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
	N/A				

Effective and Highly Effective Teachers

Describe the school-based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

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1. Provide mentors, counseling, and training opportunities that support the district’s standards based implementation design for classroom teachers and serve as mentor to all teachers, observe and provide feedback to ensure quality classroom instruction.	Principal Assistant Principal PDF – Professional Development Facilitator Mentor Teachers	This process is ongoing and is differentiated depending on the individual and their needs (August 2012-June 2013)	
2. Work with Human Resources Department to find quality applicants from college and university informational fairs	Principal Assistant Principal	6/11/13	
3. Regular meeting of new teachers with Assistant Principal	Assistant Principal	On-going	
4. Quarterly meetings with PDF	Professional Development Facilitator	On-going	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Susan Ellias	Reading Endorsement Professional Development

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

May 2012
Rule 6A-1.099811
Revised May 25, 2012

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*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ES OL Endorsed Teachers
1	0%	0%	0%	100%	0%	0%	0%	0%	0%

Teacher Mentoring Program

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A No new teachers			

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***Grades 6-12 Only-** Sec. 1003.413 (2)(b) F.S

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Teachers who work in grades 6 -12 incorporate reading strategies into the content areas of science, social studies, and math using text books and leveled non-fiction books to make cross-curricular connections. These materials support the use of "before, during, and after" reading strategies, which result in a deeper understanding of the content. Teacher's model read aloud/think aloud strategies to increase comprehension. Assigned independent reading time provide students with the opportunity to practice these reading strategies. Teachers also utilize effective strategies for fiction and non-fiction texts including the seven key strategies identified by Harvey and Goudvis in *Strategies That Work* - making connections, questioning, visualizing, inferring/predicting, determining importance in text, and synthesizing. Furthermore, *Teach like a Champion* techniques are incorporated into staff development to improve teachers' instructional practices. **The FAIR and FCAT data is also used to identify the needs of the students in the area of reading comprehension. Reading strategies are embedded in teachers' lesson plans.**

***High Schools Only**

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Juvenile Justice Programs incorporates real world examples and hands on experiences in lesson planning. For example, a lesson designed for math, science, history, and career maybe on the digital age (advances in technology and how it has evolved over the years, where it will be 5 years from now).

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How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful to their future?

Students receive differentiated instruction in the core subjects to help prepare them for the workforce. Career and academic planning is also completed through FACTS.org.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Juvenile Justice Schools is focused on understanding, defining and clarifying post-school dreams, and visions. Teachers are encouraged to have discussions on what courses or plan of study students are interested in. Students are also encouraged to speak with a guidance counselor and transition specialist regarding their post secondary plans, employment and Independent living/Community Participation. Alternative forms of educational programming, such as structured opportunities to prepare for general equivalency diplomas (GED), recover high school credit, or work toward college requirements, are all viable paths for students.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

READING GOALS	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Percentage of students making learning gains— in reading. Baseline Year. Common Assessment not in place. <u>Reading Goal #1:</u></p>	<p>1.1. Students leaving the program within 4 – 6 months.</p>	<p>1.1. ~Reading will be infused in all content areas. Teachers will explicitly teach Guided Reading groups and cooperative learning groups to provide specific and strategic practice for students. ~Provide safety nets such as READ 180 for students reading below grade level.</p>	<p>1.1. Assistant Principal</p>	<p>1.1. Administrator will ensure integration through classroom walkthroughs.</p>	<p>1.1. ~Lesson Plans ~READ 180 Data</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p><i>Enter narrative for the goal in this box.</i></p> <p>The Juvenile Justice Programs have very few students reading on their grade level equivalent.</p> <p>50 percent of the students tested will score a level 3 or higher on FCAT Reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>50% (4)</p>	<p>50% (4)</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	

<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>							
<p><u>Reading Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>							

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

Differentiated Instruction	ALL	Assistant principal	School Wide	Ongoing	Teachers will implement differentiated instruction in lesson plans, share with colleagues during common planning period	Assistant Principal
FAIR and Common Assessments,	ALL	Reading and ELA Teachers	School Wide	Ongoing	Focus observations and walkthroughs, lesson plans, Webinar	School Administrators, DOE
Reader's Workshop and the Learning Schedule	ALL	Assistant Principal	Reading Teachers	Ongoing	Lesson Plans, Administration visitation logs, Classroom Monitoring forms	Assistant Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Provide Teachers with strategies for dealing with disengaged learners.	Professional Development Text	Title I funds	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance technology capabilities	Purchase of Smart Boards, Document Cameras, Projectors, etc.	Title I Funds	0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities focus on Researched-based Reading Strategies.	Professional Development Training during common planning and early release days.	None	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Reading Goals

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Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

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- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

* When using percentages, include the number of students the percentage represents (e.g. 70% (35)).

MATHEMATICS GOALS	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Percentage of students making learning gains in mathematics.</p> <p>—</p> <p><u>Mathematics Goal #1:</u></p>	<p>1.1.</p> <p>Students leaving the program within 4 – 6 months.</p>	<p>1.1.</p> <p>Agile Mind Math Curriculum implemented.</p> <p>Students will use Compass Odyssey for learning and remediation</p>	<p>1.1.</p> <p>Assistant principal</p>	<p>1.1.</p> <p>Teachers will review data from Agile Mind Curriculum and Compass Odyssey Learning to determine student improvement.</p>	<p>1.1.</p> <p>Compass Odyssey Learning and Agile Mind Curriculum assessments</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The Juvenile Justice Programs have very few students entering on grade level in mathematics.</p> <p><i>Ten percent of the students tested will score a level 3 or better on FCAT Math.</i></p>							
	<i>0% (1).</i>	<i>10% (1)</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
2. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<p><u>Mathematics Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>							

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>1.1. Students leaving the program within 4-6 months; Insufficient resources and time for remediation</p>	<p>1.1. Ensure all students understand the symbols and concepts of algebra. Use real world applications to activate and boost algebraic thinking. Additional after school tutoring options from DJJ facility/mentors</p>	<p>1.1. Assistant Principal, Algebra 1 Teacher.</p>	<p>1.1. Focused walkthroughs by administration will document that teachers are implementing the curriculum and program with fidelity and rigor</p>	<p>1.1.</p> <ul style="list-style-type: none"> • Lesson Plans • Student Performance. 		

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<p><u>Algebra Goal #1:</u></p> <p>Students tested will score at Achievement Level 3 in Algebra.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>50% (1)</p>	<p>50 % (1)</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Algebra Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							
<u>Algebra Goal #3:</u> <i>Enter narrative for the goal in this box.</i>							

End of Algebra EOC Goals

Geometry End-of-Course Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Geometry EOC Goals	Problem-Solving						
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	Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Students leaving the program within 4 – 6 months and lack of student motivation.</p>	<p>1.1. Ensure all students understand the symbols and concepts of Geometry. Have students illustrate concepts using drawings, graphs, and models</p> <p>Use real world applications to make connections to learning</p> <p>Additional after school tutoring options from DJJ facility/mentors</p> <p>Have students work in small groups or in student pairs to help struggling students.</p>	<p>1.1. Assistant Principal, Geometry Teacher.</p>	<p>1.1. Focused walkthroughs by administration will document that teachers are implementing the curriculum and program with fidelity and rigor</p>	<p>1.1. ~Lesson Plans</p> <p>~Students' performance</p>		
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<u>Geometry Goal #1:</u> 25 percent of the students tested will pass the Geometry EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% (8)	25%(2)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Geometry Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		2.2.	2.2.	2.2.	2.2.	2.2.	

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		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Geometry Goal #3:</u> <i>Enter narrative for the goal in this box.</i>							

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

May 2012
 Rule 6A-1.099811
 Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader District Trainer	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating Instruction	6 th -12 th		Math Teachers	Various times throughout the year	Teachers will implement differentiated instruction in lesson plans.	Assistant Principal
			Grade Levels			
Math Curriculum and Transition to Big Idea Standards	ALL	Assistant Principal		Early Release, Teacher Resource Training	Classroom Observations	Principal, Assistant Principal
EOC Exams	Algebra I					
	Geometry	Test Coordinator	Algebra I Teachers Geometry Teachers	December 2012	End of course procedures and results.	Principal, Assistant Principals

End of Geometry EOC Goals

Mathematics Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			

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Strategy	Description of Resources	Funding Source	Available Amount
Create common assessments to identify student content area needs.	Lead Teachers and Department Chairs	None	0
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance technology capabilities	Purchase of Smart Boards, Document Cameras, Projectors, etc.	Title I Funds	0
Insufficient resources for remediation of students who do not master various skills and concepts.	Use of PLATO software, Compass Odyssey.	District	0
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide Teachers with strategies for dealing with disengaged learners.	Professional Development Text	Title I funds	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Biology EOC Goals	Problem-Solving						

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	Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>I. Students scoring at Achievement Level 3 in Biology.</p>	<p>1.1. Not fully implementing the 5E Model of instruction</p>	<p>1.1. Review “Big Ideas” for Science instruction and use common assessments identified by the team</p> <p>Team Leaders will review common assessments to determine progress towards mastery of standards in science</p> <p>Modeling of lessons utilizing 5E Model of instruction and classroom visits</p>	<p>1.1. Principal, Assistant Principal</p>	<p>1.1. Informal/formal observation of lesson plans</p> <p>Observations</p>	<p>1.1.</p> <p>Classroom Walkthroughs by administration</p>		
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Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100 percent of the students tested will pass the Biology EOC.	100%(1)	100%(2)					
		1.2. Lack of student knowledge of scientific vocabulary	1.2. Weekly vocabulary quizzes Utilizing an active student word wall.	1.2. Principal, Assistant Principal, Science Team	1.2. Classroom Walkthroughs by administration	1.2. Classroom Walkthroughs by administration	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Biology Goal #2:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Pacing Guide and Transition to Big Idea Standards	ALL	Science Teacher	Grade Levels	Early Release, Teacher Resource Training	Classroom Observations	Assistant Principal

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>Civics_Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

**May 2012
Rule 6A-1.099811
Revised May 25, 2012**

2012-2013 School Improvement Plan Juvenile Justice Education Programs

PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
	Subtotal:		
Technology			
Strategy	Description of Resources	Funding Source	Amount
	Subtotal:		
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
	Subtotal:		
Other			
Strategy	Description of Resources	Funding Source	Amount
	Subtotal:		
	Total:		

End of Civics Goals

May 2012
 Rule 6A-1.099811
 Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>I. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>		
<p>U.S. History_Goal #1:</p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

2012-2013 School Improvement Plan Juvenile Justice Education Programs

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

**May 2012
Rule 6A-1.099811
Revised May 25, 2012**

2012-2013 School Improvement Plan Juvenile Justice Education Programs

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

2012-2013 School Improvement Plan Juvenile Justice Education Programs

End of U.S. History Goals

Career Education Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What career type does the program offer?
- How does the program provide career exploration for all students?
- What hands-on technical training does the program provide (type 3 programs)?
 - For type 3 programs what industry certifications are offered?
 - How many students earned industry certifications?
 - Is the program a Career and Professional Education (CAPE) Academy?

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

CAREER EDUCATION GOAL(S)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

1. Career Education Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
N/A	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Career Education Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Career Education Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
N/A	
	Subtotal:
Technology	

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Strategy	Descr
Subtotal:	
Professional Development	
Strategy	Descr
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

End of Career Education Goal(s)

Transition Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> • How does the program deal with transition planning (entry and exit transition)? • How many students successfully transition (e.g., return to school, find employment)?

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

	Problem-					
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

TRANSITION GOAL(S)	Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs

<p>1. Transition Goal</p>	<p>1.1.</p> <ul style="list-style-type: none"> • Delayed contact • Parent participation • Over-aged students • Gas mileage to continue follow ups • Record retrieval • Student awareness of 	<ul style="list-style-type: none"> • 1.1. Arrange meetings with parents at James Weldon Johnson to start the transition process to students' home schools. • Fax records • Make phone calls to 	<p>1.1. Transition specialist to monitor and submit monitoring logs and monthly student rosters to principal</p>	<ul style="list-style-type: none"> • 1.1. Early Planning. • Attend Transition and Exit Meetings <p>at assigned sites</p>	<p>1.1. Monthly Reports</p>		
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	DJJ	<p>par ents and other s.</p> <ul style="list-style-type: none"> • Esta blish part ners hips with local busi ness es to moti vate tran sition ing stud ents. 					
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2012-2013 School Improvement Plan Juvenile Justice Education Programs

	2012 Current Level :*	2013 Expected Level :*					
<p><i>Enter narrative for the goal in this box.</i></p> <p>The transition goal is to facilitate a smooth transition of students back to their home schools or the work environment by collaboratively working with parents, schools, and outside agencies.</p> <p>5 percent of students tested will obtain their GED/HS Diploma.</p>							
	3.70 % (3)	5 % (4)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Transition Professional Development

Professional

2012-2013 School Improvement Plan Juvenile Justice Education Programs

**Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Initiative Training	High School	District Staff	Transition Specialist	Early Release	Submission of Monitoring Logs	Principal
Ready to Work Assessment Training	High School	DOE, Transition Specialist	Transition Specialist, Classroom Teacher, Assistant Principal	Ongoing based on DOE training schedule	Monitoring Logs, DOE	Assistant Principal

Transition Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.	
Evidence-based Program(s)/Materials(s)	
Strategy	Descr
Assist Transition Specialist with finding additional resources and placements for over-age students	Traini
Subtotal:	
Technology	

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Strategy	Descr
Enhance technology capabilities	Purch
Subtotal:	
Professional Development	
Strategy	Descr
Attend Trainings and school visits.	Profes
Subtotal:	
Other	
Strategy	Descr
Grand Total:	

End of Transition Goal(s)

Attendance Goal(s) (For Day Treatment Programs Only)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

2012-2013 School Improvement Plan Juvenile Justice Education Programs

- What was the attendance rate for 2011-2012?
- How many students had excessive absences (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
- How many students had excessive tardies (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

* When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

ATTENDANCE GOAL(S)	Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance Goal # 1	1.1.	1.1.	1.1.	1.1.	1.1.	
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>				
N/A						

2012-2013 School Improvement Plan Juvenile Justice Education Programs

	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	<i>Enter numerical data for current number of absences in this box</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Tardies</u> (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or
May 2012
Rule 6A-1.099811
Revised May 25, 2012

2012-2013 School Improvement Plan Juvenile Justice Education Programs

PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

2012-2013 School Improvement Plan Juvenile Justice Education Programs

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: 0
Mathematics Budget	Total: 0
Science Budget	Total: 0
Civics Budget	Total: 0
U.S. History Budget	Total: 0
Career Budget	Total: 0
Transition Budget	Total: 0
Attendance Budget	Total: 0
Grand Total: 0	

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes

No

2012-2013 School Improvement Plan Juvenile Justice Education Programs

If No, describe measures being taken to comply with SAC requirement.

Describe projected use of SAC funds.	Amount

Describe the activities of the School Advisory Council for the upcoming year.